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ABSTRACT

This report describes progress made on Connecticut's strategic plan to ensure racial and ethnic diversity. Connecticut's public colleges and universities are becoming more diverse every year, and 2001 was no exception. The overall numbers of students, graduates, and professional employees from minority groups are higher than ever, although distinct pockets of underrepresentation remain for particular types of study and in the employment ranks. In 2001, the share of undergraduates from underrepresented minority groups reached nearly a quarter, 22.5%, of all public college students. As minority enrollment climbed, so did their share of degree completion. The share of minorities among three professional workforce categories has grown from 6.8% in 1983 to 15.2% in 2001. Hispanic and Latino students continue to lag behind their comparable percentage in the state's population. The majority of minority students remain clustered in the state's community colleges, and, although minority graduation rates are higher than ever, they are still below those of the state's population as a whole. African Americans and Hispanic/Latinos are still represented among professional staff at a percentage lower than their representation in the state's population. The Connecticut Minority Advancement Program, which is designed to reduce these participation and attainment gaps for minority students, is described, and three of its initiatives are outlined. (SLD)

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Annual Report

March 2002

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

ED 466 724

Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education

2002

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Executive Summary

Connecticut's public colleges and universities are becoming more diverse every year, and 2001 was no exception. The overall numbers of students, graduates and professional employees from minority groups are higher than ever, although distinct pockets of under-representation remain among particular types of study and degrees as well as employment ranks.

The overall trends:

- Last year, the share of undergraduates from under-represented minority groups (Hispanic/ Latino, African American, Asian American and Native American) reached nearly a quarter – 22.5 percent – of all public college students, exceeding their presence in the state's population for the fourth consecutive year.

- As minority student enrollment has climbed, so too has their share of degree completion, reaching an all-time high of 16.7 percent among public college graduates in 2001.

- Not only are Connecticut's public colleges enrolling and graduating more minority students, they are hiring more minority professionals as well, with 1,216 employed last year. The share of minorities among the three professional workforce categories of administrators/officials, faculty and professional staff has grown from 6.8 percent in 1983 to 15.2 percent in 2001.

Yet, a closer analysis of patterns by individual groups and campuses reveals several disturbing findings, among them:

- Hispanic/Latino students, although the fastest growing group, continue to lag behind their comparable percentage in the state's general population.

- The majority of minority students (61.8 percent) remain clustered at the state's 12 community colleges.

- Minority graduation rates are higher than ever but are still below parity compared to the state's population.

- African Americans make up only 4.8 percent of public college faculty, well below their comparable 8.7 percentage of the state's population, and Hispanic/Latinos are even less represented across all professional ranks.

Parity between the representation of minority groups on public college campuses and in the state's general population is a longstanding goal of the Board of Governors for Higher Education as first outlined in its 1984 *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education*. Although the *Strategic Plan* contains no numeric goals, it holds campuses to the ideal that the racial and ethnic make-up of their students, graduates and staff

should mirror the diversity of the state's citizenry. Despite striking overall growth during the past 18 years, lags in certain areas of minority college enrollment, graduation and employment remain stubbornly problematic.

In response, the Board of Governors is tailoring its three-pronged **Minority Advancement Program (MAP)** to reach younger students earlier in an effort to build a more diverse pipeline of students prepared to succeed in college and graduate.

The first part of MAP, the **Connecticut College Access and Success (ConnCAS) Program**, awards incentive grants to public colleges and universities to help them cover costs associated with minority student outreach, enrollment and retention.

The second component, the **Connecticut College Admission and Bridge (ConnCAB)**, provides summer transition activities to students entering public and independent colleges.

The third and largest component of MAP is the **Connecticut Collegiate Awareness and Preparation (ConnCAP) Program** which seeks to prepare and motivate underachieving, low-income, high school students to graduate and continue on to college. In 2001, ConnCAP enrolled 2,038 students. Of these, 190 were high school seniors, of whom 186 graduated high school with a slightly smaller number (175) continuing on to college. This college-going rate of 94.1 percent is the norm for ConnCAP students and surpasses the statewide average of 75.3 percent for all Connecticut college-bound students.

In addition, a five-year federal grant awarded in 1999 to the Department of Higher Education (the administrative arm to the Board of Governors) supports the **Connecticut State GEAR UP Project**, an expansion of MAP's pre-college, early awareness strategy. GEAR UP offers academic and counseling activities to 6,000 middle and high school students in Bridgeport, Hartford and New Haven, and serves as an impetus for systemic change in the way schools in these districts prepare students for college. As a result, the districts have altered their policies regarding graduation requirements, mathematics curriculum and counseling services to align with GEAR UP priorities.

This report summarizes the activities and progress achieved in 2001 to assure that Connecticut's public colleges and universities represent the broad diversity of all of Connecticut's people.

Background of the Strategic Plan

Creation of a *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education* was among the original statutory mandates assigned to the Board of Governors of Higher Education by its 1982 enabling legislation. As stated in statute, the purpose of the plan is to "ensure that students, faculty, administrators and staff at each public institution are representative of the racial and ethnic diversity of the total population of the state."

Adopted in 1984, the *Strategic Plan* requires each public college and university to develop its own annual approach for expanding diversity among students based on the following goals:

- **enroll** African American, Hispanic/Latino, Asian American and Native American students in proportions that reflect each group's representation in the college's service area.
- **retain** African American, Hispanic/Latino, Asian American and Native American students in proportions equal to the rate achieved by the college's student body as a whole.
- **graduate** African American, Hispanic/Latino, Asian American and Native American students in proportions that reflect each group's representation in the college's student population.

In 1996, the Board of Governors reaffirmed these goals when it revised its original *Strategic Plan* following an extensive assessment of its effectiveness. As a result, each public college and university is now required to have:

- **measurable objectives** consistent with diversity goals and strategies to achieve them,
- **an action plan** for systemic implementation of strategies to attain goals, and
- **an evaluation plan** to document progress toward meeting objectives and to inform decision-making about needed alterations and new directions.

A college may document progress by maintaining its current level of goal attainment, achieving its prescribed level of goal attainment, or by closing by one-half the existing gap between the prescribed level of goal attainment and the college's current level of goal attainment. Minority Advancement Program (MAP) funds are only awarded if colleges meet their goals. In fact, MAP is Connecticut higher education's only performance-funded program.

Success in Achieving Student Goals

Connecticut's public colleges and universities are becoming more diverse every year, and 2001 was no exception. The numbers of students and graduates from minority groups are higher than ever, although distinct concentrations of under-representation at certain levels of study remain troubling.

Minority Enrollment

Last fall, the state's public colleges and universities enrolled 88,237 undergraduates, of whom 19,819 or 22.5 percent were members of the four under-represented minority groups (African American, Hispanic/Latino, Asian American and Native American). This is an increase of 1,479 or 8.1 percent over fall 2000. This percentage exceeds the representation of these groups in the state's general population which stands at 20.7 percent based on the 2000 U.S. Census, and continues a trend begun in 1997 (Table 1).

Even though the last five years have seen much progress, Hispanic/Latino students still are under-represented at only eight percent of all students, compared to 9.4 percent in the general population, or 1.4 percent below parity.

Table 1
Minority Undergraduate 2001 Enrollment
Connecticut Public Higher Education

Minority Group	# of Students	% of All Students	% Population
Hispanic/Latino	7,055	8.0	9.4
African American	9,353	10.6	8.7
Asian American	3,067	3.5	2.4
Native American	344	0.4	0.2
Total	**19,819**	**22.5**	**20.7**

As illustrated in Chart 1, minority enrollment has risen by more than 26 percent over the last five years, or by 4,103 students. In contrast, non-minority enrollment grew only 6.4 percent. Clearly, this is testimony to the efforts of colleges to attract a more diverse student body.

Chart 1
Minority Undergraduate Enrollment
Connecticut Public Higher Education
Fall 1997-2001

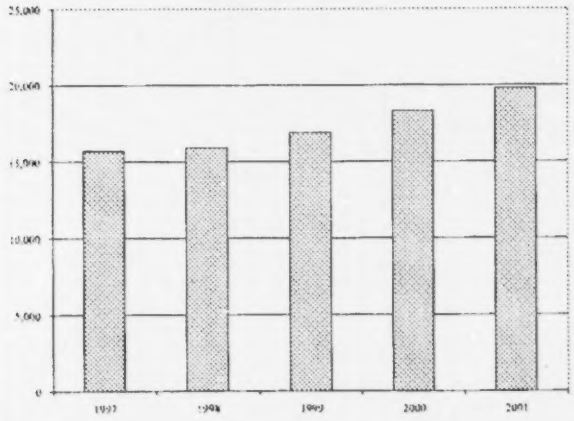
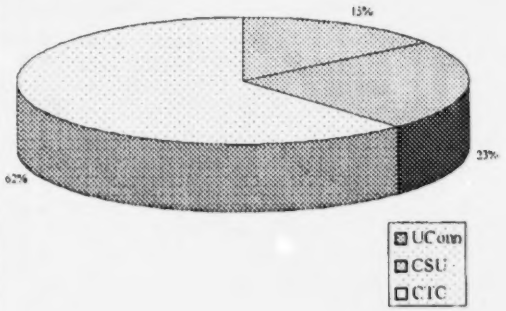


Chart 2
Minority Undergraduate 2001
Enrollment By Sector
Connecticut Public Higher Education



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The presence of minority students within each sector of the public system, however, varies greatly and does not exemplify the same complimentary picture (Chart 2). Almost 62 percent of all minorities (12,255) are enrolled in the state's community colleges. About 23 percent attend the Connecticut State University (CSU) and only 15 percent go to the University of Connecticut (UConn) or one of its branches. There has been some shifting among the sectors over the last five years, with UConn and the community colleges both edging up one percent, while CSU dropped by two. This reflects a growth of 39 percent at UConn, 28 percent at the community colleges and just 16 percent at CSU.

In a more historical context, UConn has made virtually no progress in increasing its percentage share of all minority students since 1984 (14.6%), whereas CSU has gained about two percent and the community colleges have declined by that amount. Still, with only 40 percent of minority students attending four-year institutions, much more work needs to be done to promote advanced college study for all Connecticut citizens, regardless of ethnic background.

Table 2
Minority Undergraduate 2001 Enrollment and Degrees Conferred
Connecticut Public Higher Education

	Population %[1]	Enrollment %	Degree %
Total Minority	20.7	22.5	16.7
By Group			
Hispanic/Latino	**9.4**	**8.0**	**5.3**
African American	8.7	10.6	7.5
Asian American	2.4	3.5	3.4
Native American	0.2	0.4	0.4
By System			
University of Connecticut	20.7	16.8	13.3
Hispanic/Latino	9.4	5.1	3.4
African American	8.7	5.1	4.4
Asian American	2.4	6.3	5.0
Native American	0.2	0.3	0.4
Connecticut State University	**20.7**	**16.5**	**14.9**
Hispanic/Latino	9.4	4.9	5.3
African American	8.7	8.5	6.7
Asian American	2.4	2.6	2.5
Native American	0.2	0.5	0.3
Community Colleges	**20.7**	**28.7**	**21.5**
Hispanic/Latino	9.4	11.2	7.1
African American	8.7	14.3	11.2
Asian American	2.4	2.9	2.9
Native American	0.2	0.4	0.3

[1]U.S. Census Bureau 2000 Census Data

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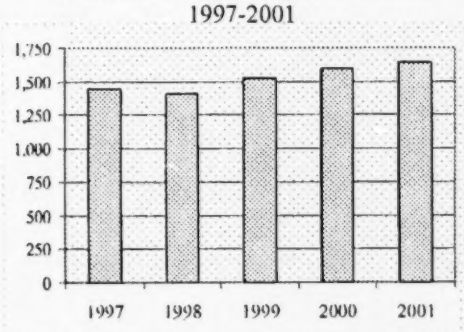
Degrees Conferred to Minority Students

As the number of minority undergraduates has climbed, so too has their share of associate and bachelor's degrees, reaching an all-time high of 16.4 percent of awards conferred last year. The number of awards was 1,604, a 2.4 percent jump from 2000. Over the last five years, the public system has seen the annual number of undergraduate degrees awarded to minorities grow by 13.5 percent, or 195.

Chart 3
Degrees Awarded to Minority Undergraduates
Connecticut Public Higher Education
1997-2001



Mirroring overall enrollment patterns, the number of awards was not distributed evenly among the public sectors. The community colleges conferred the largest number at 678, representing almost 23 percent of the total, and up 6.3 percent from 2000. CSU was next with 535 degrees, or 33 percent, with little change from the previous year. Another 23 percent, or 377, were awarded by UConn, and 3 percent came from Charter Oak State College. Since 1997, only CSU has had sizeable growth (43%), and while the community colleges have seen consistent increases over the last four years, they are still below their 1997 production level of 703 degrees to minority students.

Gaps Between Minority Enrollment and Graduation

Although not a perfect barometer of persistence and graduation, comparing minority enrollment and degree production patterns against state population figures highlights areas where performance improvement is needed. Sharp differences continue to exist between under-represented minority enrollment and degrees awarded. While enrollment is at parity with the overall state population, the representation of minority degree recipients is only 16.7 percent, a good four percent below the goal of 20.7 percent. In other words, we would need to increase the number of minorities earning degrees by about 30 percent or just under 500 degrees annually to achieve parity, assuming degrees to non-minorities stayed the same.

As shown in Table 2, only Asians and Native Americans exceeded their population proportion in both enrollment and degree production. African Americans, while ahead on the enrollment front, are below parity in their share of degree recipients. Most troubling is the

performance of Hispanic/Latino students with only 5.3 percent of all degrees compared to a 9.4 percent presence in the population as a whole. This pattern is evident throughout the public sector. On a more positive note, the number of degrees awarded to Hispanic/Latino students is on the rise, growing by almost 18 percent over the last five years.

Distinct variations within the public sector also are apparent, with only the community colleges exceeding representation levels on both enrollment and degrees awarded (28.7% and 21.5%, respectively). The disparity between enrollment and degrees is most pronounced at UConn, where minorities constitute 16.8 percent of overall enrollment, but just 13.3 percent of degree recipients. The proportion of African American students attending and receiving degrees exceeds their overall representation percentage only at the community colleges.

Expanding the Education Pipeline

To help public colleges and universities meet statewide goals and bolster their own campus-led activities, the Department of Higher Education (the administrative arm to the Board of Governors) conducts the **Minority Advancement Plan (MAP)** which consists of three initiatives.

The first – the **Connecticut College Access and Success (ConnCAS) Program** – provides incentive grants to public colleges to support outreach, admission and retention activities. Last year, the Department of Higher Education awarded $399,072 in ConnCAS Grants based on progress achieved toward defined goals in each of these areas of activity.

The second initiative is the **Connecticut College Admission and Bridge (ConnCAB) Program** which supports summer transition activities for newly admitted students at both public and independent colleges. To qualify, colleges must offer additional support services during the academic year using their own resources. Last year, 10 colleges received $538,251 in competitive ConnCAP funds.

The third and largest component of MAP is the **Connecticut Collegiate Awareness and Preparation (ConnCAP) Program**. This program is designed to stimulate linkages between public colleges and targeted school districts that will motivate and better prepare middle school or high school youths who are under-achievers and who come from low-income families where neither parent holds a bachelor's degree. The Department of Higher Education awards ConnCAP Grants to eligible partnerships on a competitive basis.

ConnCAP programs typically provide students with six weeks summer of intensive instruction in English, mathematics, natural sciences, social sciences and foreign languages. Supplemental activities may include study and life skills and cultural activities. During the school year, ConnCAP helps students through tutoring, counseling and career exploration. High school seniors and parents receive special help with college and financial aid applications.

Last year, the Department awarded some $1.6 million in ConnCAP funds to 12 programs. In all, 2,038 students enrolled in ConnCAP, of whom 190 were high school seniors. Of these seniors, 186 or 97.9 percent graduated from high school and 175 or 94.1 percent were accepted for college admission – surpassing the state's overall college-going rate of 75.3 percent (Table 6).

More than 74 percent of these ConnCAP graduates attend Connecticut colleges and universities. ConnCAP students frequently cite the program's supportive environment as a key reason for their success and many elect to attend local colleges to remain close to their counselors.

Table 6

Connecticut Collegiate Awareness and Preparation Program (ConnCAP)

Graduating Class of 2001

	Senior Students	Graduated High School	High School Graduation %	Accepted/ Enrolled in College	College-Going%
Capital Community College	9	9	100.0	9	100.0
Central CT State University	19	19	100.0	17	89.5
CPEP, Inc.	32	32	100.0	31	96.9
Eastern CT State University	1	1	100.0	1	100.0
Naugatuck Valley Comm. College	24	24	100.0	21	87.5
Southern CT State University	16	12	75.0	9	75.0
University of Bridgeport	9	9	100.0	9	100.0
University of Connecticut	10	10	100.0	10	100.0
UConn Health Center	27	27	100.0	26	96.3
University of New Haven	11	11	100.0	10	90.9
Wesleyan University	21	21	100.0	21	100.0
Western CT State University	11	11	100.0	11	100.0
Total	190	186	97.9	175	94.1

The Board of Governors' pipeline-building efforts have been fortified by a five-year, $10.5 million grant from the U.S. Department of Education to support the **Connecticut State GEAR UP Project**. Launched in 1999, GEAR UP is designed to prepare low-income, educationally disadvantaged students for college.

GEAR UP provides developmental and enrichment skills to some 6,000 middle school youngsters in Bridgeport, Hartford and New Haven. Equally important, GEAR UP serves as a catalyst to promote systemic school change. Its focus on mathematics as a barrier to student success had prompted districts to alter their course offerings and counseling services.

In addition, GEAR UP awarded more than $1 million in scholarships last year to 203 needy college-bound youths throughout the state. Awards are intended to fill the gap between financial aid packages and college costs, in some instances, displacing student loans. Scholarships are renewable through the term of the five-year federal grant, as long as recipients attend college full-time and remain in good academic standing.

Of the GEAR UP Scholarship recipients, 97 were ConnCAP or ConnCAB participants. Fifty attend the University of Connecticut, 36 are at Connecticut State University, five are enrolled at the community colleges and 41 attend the state's independent colleges and universities.

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Connecticut Collegiate Awareness and Preparation Program (ConnCAP) Programs
July 1, 2000 – June 30, 2001

General Programming: provides enrichment activities during the summer, and academic year programs that stress preparation for college.

1. Capital Community College
2. Central Connecticut State University
3. Eastern Connecticut State University (New London)
4. Eastern Connecticut State University (Windham)
5. Naugatuck Valley Community College
6. University of Connecticut
7. Wesleyan University
8. Western Connecticut State University

Special Emphasis Programming: focuses on specific curriculum areas or preparation for specific careers.

1. CPEP, Inc. engineering, mathematics and science
2. University of Connecticut Health Center – pre-medical, pre-dental, allied health

General/Special Emphasis Programming: focuses on specific curriculum areas or preparation for specific careers and requires summer as well as academic year programs.

1. Southern Connecticut State University – teacher preparation
2. University of Bridgeport – engineering, mathematics and science
3. University of New Haven – engineering, mathematics and science

ConnCAP Service Areas & Student Served

Institution	Service Area	# of Students
Capital Community College	Bloomfield, East Hartford Windsor	80
Central Connecticut State University	New Britain	161
CPEP, Inc.	12 Urban Areas	940
Eastern Connecticut State University	New London	68
Eastern Connecticut State University	Windham	44
Naugatuck Valley Community College	Waterbury	128
Southern Connecticut State University	New Haven	96
University of Bridgeport	Bridgeport	92
University of Connecticut	Hartford	50
University of Connecticut Health Center	Statewide	69
University of New Haven	New Haven, West Haven	60
Wesleyan University	Middletown, Meriden, Portland	200
Western Connecticut State University	Danbury	50
Total		**2,038**

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Achieving Parity Among Professional Staff

Similar to its goals for public college students and graduates, the Board of Governors' *Strategic Plan* seeks to ensure that faculty, administrators and staff are representative of the racial and ethnic diversity of the state's population as a whole.

The Board of Governors requires that each public college and university develop its own five-year plan to employ African Americans, Hispanic/Latinos, Asian Americans and Native Americans among the institution's full-time professional occupational categories (officials/ administrators, faculty and professional staff) in proportions reflective of each group's representation in the institution's availability pool. Each college must have:

- measurable objectives consistent with staff diversity goals,
- an action plan for implementing appropriate strategies, and
- an evaluation plan to document progress and to inform decision-making.

Each college plan has 12 measurable objectives (four racial/ethnic groups times three occupational categories) and strategies to achieve them. Objectives may be attained by:

- maintaining current levels of goal attainment if parity has been achieved,
- achieving the prescribed level of goal attainment, or
- closing by one-half the existing gap between the desired level of goal attainment and the institution's current level of goal attainment.

Members of the Board of Governors' Strategic Plan Peer Review Committee review initial institutional plans which are then assessed annually by the Department of Higher Education.

Success in Achieving Staff Goals

The number of minority group members employed full-time across all occupational categories by Connecticut's public college and universities grew to 2,066 in 2001, a gain of 5.7 percent from the previous year. Their share of the entire full-time workforce stands at 17.4 percent, virtually unchanged from last year.

Among the three professional workforce categories (officials/administrators, faculty and professional staff), the number of minority group members reached 1,216 in 2001, up 46 from the previous year. Their share of the professional workforce is 15.2 percent, similarly unchanged from the year before, and below their representation of 20.7 percent in the state's general population (see Table 7).

Table 7
Minority Full-Time Professionals
in Connecticut Public Higher Education: 2001

	Administrators/ Officials	Faculty	Professionals	Total	% State Population
Hispanic/Latino					
Number	11	115	129	255	
Percent	2.0	3.2	3.3	3.2	9.4
African American					
Number	54	170	297	521	
Percent	9.9	4.8	7.6	6.5	8.7
Asian American					
Number	11	224	186	421	
Percent	2.0	6.3	4.8	5.3	2.4
Native American					
Number	0	10	9	19	
Percent	0.0	0.3	0.2	0.2	0.2
Total					
Number	76	519	621	1,216	
Percent	13.9	14.6	15.9	15.2	20.7

Source: "2001 Staff Diversity in Full-Time Employment" reports to DHE-OEO by institutional affirmative action officers

On the whole, the percentage of Asian Americans across the three professional categories is more than double their representation in the state's general population, followed by African Americans and Native Americans. Hispanic/Latinos, however, are significantly below the other groups.

Within the three professional categories, wide differences exist across minority groups, ranging from a low of 0.0 percent for Native Americans among administrators/officials to a high of 6.3 percent for Asian Americans among faculty.

Table 8 presents minority professional employment by institution. The percentage of Native Americans across the professional workforce is equal to their representation in the population. Hispanic/Latinos and African Americans are under-represented.

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Table 8
2001 Minority Employment
Connecticut Public Higher Education
Officials/Administrators

Institution	African American #	African American %	Hispanic/ Latino #	Hispanic/ Latino %	Asian American #	Asian American %	Native American #	Native American %
University of Connecticut	**14**	**5.2**	**3**	**1.1**	**6**	**2.2**	**0**	**0.0**
UConn, Storrs	8	6.6	3	2.5	6	5.0	0	0.0
UConn Health Center	6	4.1	0	0.0	0	0.0	0	0.0
Connecticut State University	**15**	**10.8**	**5**	**3.6**	**3**	**2.2**	**0**	**0.0**
Central	3	7.7	1	2.6	0	0.0	0	0.0
Eastern	3	10.0	1	3.3	2	6.7	0	0.0
Southern	4	10.8	2	5.4	1	2.7	0	0.0
Western	5	15.2	1	3.0	0	0.0	0	0.0
Community Colleges	**25**	**17.9**	**3**	**2.1**	**2**	**1.4**	**0**	**0.0**
Asnuntuck	0	0.0	0	0.0	0	0.0	0	0.0
Capital	2	25.0	0	0.0	0	0.0	0	0.0
Gateway	2	16.7	0	0.0	0	0.0	0	0.0
Housatonic	4	40.0	0	0.0	0	0.0	0	0.0
Manchester	3	17.6	1	5.9	0	0.0	0	0.0
Middlesex	2	22.2	1	11.1	0	0.0	0	0.0
Naugatuck Valley	2	11.8	0	0.0	0	0.0	0	0.0
Northwestern CT	3	27.3	0	0.0	0	0.0	0	0.0
Norwalk	3	17.6	0	0.0	1	5.9	0	0.0
Quinebaug Valley	0	0.0	1	11.1	1	11.1	0	0.0
Three Rivers	3	25.0	0	0.0	0	0.0	0	0.0
Tunxis	1	11.1	0	0.0	0	0.0	0	0.0
Total	**54**	**9.9**	**11**	**2.0**	**11**	**2.0**	**0**	**0.0**

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Table 8 cont'd.
2001 Minority Employment
Connecticut Public Higher Education
Faculty

Institution	African American #	African American %	Hispanic/ Latino #	Hispanic/ Latino %	Asian American #	Asian American %	Native American #	Native American %
University of Connecticut	**50**	**3.2**	**50**	**3.2**	**142**	**9.1**	**4**	**0.3**
UConn, Storrs	37	3.4	40	3.6	90	8.2	4	0.4
UConn Health Center	13	2.8	10	2.2	52	11.2	0	0.0
Connecticut State University	**71**	**5.7**	**47**	**3.8**	**68**	**5.5**	**2**	**0.2**
Central	29	7.0	20	4.8	18	4.3	0	0.0
Eastern	14	7.5	11	5.9	13	7.0	2	1.1
Southern	20	4.7	9	2.1	22	5.2	0	0.0
Western	8	3.8	7	3.4	15	7.2	0	0.0
Community Colleges	**49**	**6.6**	**18**	**2.4**	**14**	**1.9**	**4**	**0.5**
Asnuntuck	1	4.2	0	0.0	0	0.0	0	0.0
Capital	5	8.3	2	3.3	1	1.7	0	0.0
Gateway	**8**	**9.2**	**4**	**4.6**	**1**	**1.1**	**1**	**1.1**
Housatonic	3	4.9	2	3.3	1	1.6	0	0.0
Manchester	6	6.7	0	0.0	5	5.6	0	0.0
Middlesex	2	5.3	2	5.3	2	5.3	0	0.0
Naugatuck Valley	8	7.5	4	3.7	2	1.9	0	0.0
Northwestern CT	3	9.7	0	0.0	0	0.0	0	0.0
Norwalk	7	7.9	2	2.2	1	1.1	0	0.0
Quinebaug Valley	1	4.8	0	0.0	0	0.0	0	0.0
Three Rivers	4	5.1	1	1.3	0	0.0	1	1.3
Tunxis	1	1.8	1	1.8	1	1.8	2	3.6
Total	**170**	**4.8**	**115**	**3.2**	**224**	**6.3**	**10**	**0.3**

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Table 8 cont'd.
2001 Minority Employment
Connecticut Public Higher Education
Professional Staff

Institution	African American #	African American %	Hispanic/ Latino #	Hispanic/ Latino %	Asian American #	Asian American %	Native American #	Native American %
University of Connecticut	**184**	**6.5**	**73**	**2.6**	**151**	**5.4**	**7**	**0.2**
UConn. Storrs	95	5.9	37	2.3	111	6.8	7	0.4
UConn Health Center	89	7.4	36	3.0	40	3.3	0	0 0
Connecticut State University	**54**	**9.6**	**30**	**5.3**	**19**	**3.4**	**0**	**0.0**
Central	14	7.7	11	6.0	2	1.1	0	0.0
Eastern	14	12.4	7	6.2	5	4.4	0	0.0
Southern	19	9.6	5	2.5	9	4.6	0	0.0
Western	7	9.9	7	9.9	3	4.2	0	0.0
Community Colleges	**59**	**11.2**	**26**	**4.9**	**16**	**3.0**	**2**	**0.4**
Asnuntuck	3	11.1	0	0.0	2	7.4	0	0.0
Capital	7	16.7	3	7.1	3	7.1	0	0.0
Gateway	6	14.0	3	7.0	1	2.3	0	0.0
Housatonic	9	17.0	1	1.9	2	3.8	1	1.9
Manchester	8	13.6	8	13.6	0	0.0	0	0.0
Middlesex	2	5.0	2	5.0	1	2.5	0	0.0
Naugatuck Valley	2	2.8	3	4.2	1	1.4	0	0.0
Northwestern CT	2	6.1	0	0.0	1	3.0	0	0.0
Norwalk	9	18.0	2	4.0	2	4.0	0	0.0
Quinebaug Valley	1	4.3	3	13.0	1	4.3	0	0.0
Three Rivers	6	15.4	1	2.6	0	0.0	1	2.6
Tunxis	4	8.3	0	0.0	2	4.2	0	0.0
Total	**297**	**7.6**	**129**	**3.3**	**186**	**4.8**	**9**	**0.2**

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Table 8 cont'd.
2001 Minority Employment
Connecticut Public Higher Education
Total Administrators/Officials, Faculty and Professionals

Institution	African American #	African American %	Hispanic/ Latino #	Hispanic/ Latino %	Asian American #	Asian American %	Native American #	Native American %
University of Connecticut	**248**	**5.3**	**126**	**2.7**	**299**	**6.4**	**11**	**0.2**
UConn, Storrs	140	4.9	80	2.8	207	7.3	11	0.4
UConn Health Center	108	6.0	46	2.5	92	5.1	0	0.0
Connecticut State University	**140**	**7.2**	**82**	**4.2**	**90**	**4.6**	**2**	**0.1**
Central	46	7.2	32	5.0	20	3.1	0	0.0
Eastern	31	9.4	19	5.8	20	6.1	2	0.6
Southern	43	6.5	16	2.4	32	4.9	0	0.0
Western	20	6.4	15	4.8	18	5.8	0	0.0
Community Colleges	**133**	**9.4**	**47**	**3.3**	**32**	**2.3**	**6**	**0.4**
Asnuntuck	4	6.7	0	0.0	2	3.3	0	0.0
Capital	14	12.7	5	4.5	4	3.6	0	0.0
Gateway	16	11.3	7	4.9	2	1.4	1	0.7
Housatonic	16	12.9	3	2.4	3	2.4	1	0.8
Manchester	17	10.2	9	5.4	5	3.0	0	0.0
Middlesex	6	6.9	5	5.7	3	3.4	0	0.0
Naugatuck Valley	12	6.1	7	3.6	3	1.5	0	0.0
Northwestern CT	8	10.7	0	0.0	1	1.3	0	0.0
Norwalk	19	12.2	4	2.6	4	2.6	0	0.0
Quinebaug Valley	2	3.8	4	7.5	2	3.8	0	0.0
Three Rivers	13	10.0	2	1.5	0	0.0	2	1.5
Tunxis	6	5.4	1	0.9	3	2.7	2	1.8
Total	**521**	**6.5**	**255**	**3.2**	**421**	**5.3**	**19**	**0.2**

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